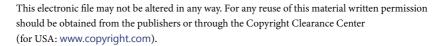
Table of contents

doi https://doi.org/10.1075/lllt.15.toc

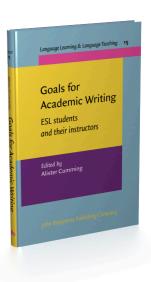
Pages v–vi of
Goals for Academic Writing: ESL students and their
instructors
Edited by Alister Cumming
[Language Learning & Language Teaching, 15]

© John Benjamins Publishing Company

2006. xii, 204 pp.



For further information, please contact rights @benjamins.nl or consult our website at benjamins.com/rights



Contents

Foreword – William Grabe		VII
1.	Introduction, purpose, and conceptual foundations Alister Cumming	1
Sec	ction I. The Main Study	19
2.	Context and design of the research Alister Cumming	21
3.	Students' goals for ESL and university courses Ally Zhou, Michael Busch, Guillaume Gentil, Keanre Eouanzoui, and Alister Cumming	29
4.		50
Sec	ction II. Case Studies	71
5.	Nine Chinese students writing in Canadian university courses Luxin Yang	73
6.	Students' and instructors' assessments of the attainment of writing goals Khaled Barkaoui and Jia Fei	90
7.	The language of intentions for writing improvement: A systemic functional linguistic analysis Michael Busch	108
8.	Goals, motivations, and identities of three students writing in English Tae-Young Kim, Kyoko Baba, and Alister Cumming	125
9.		142

Section III. Implications	157
10. Implications for pedagogy, policy, and research <i>Alister Cumming</i>	159
References	174
Appendices	
A. Profiles of 45 students and 5 ESL instructors (Phase 1)	189
B. Profiles of 15 students, their courses, academic	
programs, and 9 of their university instructors (Phase 2)	191
C. Protocols for interviews and stimulated recalls	193
Subject index	199
,	,,,
Contributors	203